

Bingham's
ELEMENTARY ENGLISH
GRAMMAR
BY
G.W. GREENE.



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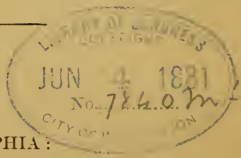
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BINGHAM'S
ELEMENTARY
ENGLISH GRAMMAR.

AN INTRODUCTION TO
BINGHAM'S ENGLISH GRAMMAR.

39
case (English)
BY
G. W. GREENE,
PRINCIPAL OF MORAVIAN FALLS ACADEMY, WILKES CO., N. C.

Bingham, William



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PREFACE.

FOR several years I have taught BINGHAM'S ENGLISH GRAMMAR with great satisfaction, but have often regretted that its learned author was not spared to prepare a work suitable for beginners. The following little book is the result of an attempt to supply this want for my own classes. The work lays no claim to originality. Definitions, rules, and exercises have been freely taken from Bingham's Grammar, and a few sentences from other works. Nor is it intended to include in this brief compass a thorough course in Grammar. It is simply an introduction to the very thorough work of Bingham, and contains only the simplest principles of English Grammar. It is thought that all the contents of this book can easily be understood by beginners in this study. Hoping that it may in some measure lessen the work of teachers and scholars who are already using Bingham's Grammar, and perhaps help to introduce to others a work so meritorious, I give this to the public.

MORAVIAN FALLS ACADEMY,
WILKES Co., N. C., *April, 1881.*

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BINGHAM'S

ELEMENTARY ENGLISH GRAMMAR.

LESSON I.

Letters, Words, and Sentences.

WHEN we open a book to read, we see a great many little marks of various shapes and sizes. These little marks are called **Letters**.

These letters are not all printed together, nor are they the same distance apart. Sometimes we find one letter standing by itself, and sometimes two or three standing together, and again we find as many as ten or more all together, while the rest are separated from them by a little space. These groups or bunches of letters are called **Words**.

When we begin to read, we find that a number of words are put together to tell something. Words thus put together make a **Sentence**.

When we study about these things, we are said to study **Grammar**.

Grammar tells us—

1st. About Letters.

2d. About Words.

3d. About Sentences.

Grammar tells us how to put letters together to make words, and how to put words together to make sentences.

Although it takes many thousands of letters to make a book, yet only twenty-six different characters or marks are used.

There are two ways of writing each one of these letters. When written large, they are called **Capitals**; otherwise, they are called **small letters**.

When these letters are given in a certain order, they are called the **Alphabet**.

Here is the alphabet, first in capitals and then in small letters:

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O,
P, Q, R, S, T, U, V, W, X, Y, Z.

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r,
s, t, u, v, w, x, y, z.

Of these letters, three are sometimes used as words—
a, I, and O. I and O when used as words must always be capitals.

LESSON II.

Words.—Parts of Speech.

THE first part of what Grammar teaches is how to put letters together to make words. But this we can learn better from our Readers, Spelling-Books, and Dictionaries. In Grammars we study mainly about words, and how to put them together to make sentences.

Words are divided into eight classes, called

PARTS OF SPEECH.

1. Noun.
 2. Adjective.
 3. Pronoun.
 4. Verb.
 5. Adverb.
 6. Preposition.
 7. Conjunction.
 8. Interjection.
-

LESSON III.

*Nouns.***A Noun is the Name of a Thing.**

Everything that men know about or think about has a name, and every name is a noun.

Give the names of five things which you see.

Give the names of five things which you have seen, but do not see now.

Give the names of five things which you never have seen, but have heard of.

All these names are nouns.

Is *tree* a noun? Why? Is *dog* a noun? Why? Is it the name of a thing? Is *man* a noun? Is *man* the name of a thing? What sort of a thing?

Now turn to the exercise at the end of Lesson IV. and find all the nouns.

LESSON IV.

Kinds of Nouns.

SOMETIMES we find one name that will do for a great many things of a certain kind. The word *house* is a name that is given to a great many things of a certain kind. Is the word *boy* the name of one thing or of many? When several things of one kind have the same name, they are said to form a class, and the name which is given to one of these things in a class, or to them all, is called a **Common Noun**.

But some names belong only to one thing. When I say, "I went to *London*," I mean only one city. When I call *Bettie*, I want only one girl. When I speak of *George Washington*, I am not talking of many men, but of only one. These names which mean only one individual thing are called **Proper Nouns**.

Sometimes we see several things of one kind put together

to make one thing of another kind. It takes many *soldiers* to make one *army*. A *class* in school may have several *students* in it. The names of these things which mean only one thing of one sort, and yet are made up of several things of another sort, are called **Collective Nouns**. They are also Common Nouns.

We use some things to make other things. We make *flour* out of *wheat*, and *bread* out of *flour*. We make many things out of *wood*. The names of these things are called **Material Nouns**.

There is another class of nouns, called **Abstract Nouns**. I will not try to explain these to you now, but will give you some examples. The following are Abstract Nouns: *happiness, goodness, love, anger, pride, beauty*.

Thus we see there are five kinds of nouns :

1. Common Nouns.
2. Proper Nouns.
3. Collective Nouns.
4. Material Nouns.
5. Abstract Nouns.

Now learn the definitions of the different kinds of nouns :

1. A Common Noun is the name of one of a class of things.

2. A Proper Noun is the name of an individual thing.

3. A Collective Noun is a Common Noun which in the singular includes more than one.

4. A Material Noun is the name of a substance or material.

5. An Abstract Noun is the name of a quality, an action, or a being.

In the following exercise point out the nouns, and tell what kind of nouns they are :

EXERCISE.

George Washington was the first President of the United States. My father is a farmer, John's father is a merchant. The carpenters make many things out of wood. There are three eggs in the hen's nest. Boys love to ride horses. James brought some flour from the store. Bakers bake bread and cakes. My class is studying grammar. I saw a crowd of men in the street. Boys often do much mischief when at play in the house. Their balls sometimes break the glass in the windows, but they have much fun. They make much noise too.

LESSON V.

Gender.

IN referring to a boy, we say *he, his, him* ; in referring to a girl, we say *she, hers, her* ; in referring to an apple, we say *it, its* ; and in referring to one child, we say *he,*

his, him ; while in referring to another, we say *she, hers, her*. We say of a boy, "*He* loves *his* mother ;" of a girl, "*She* loves *her* mother ;" of an apple, "*It* fell from *its* place in the tree ;" but of one child we say, "*He* is sick," and of another we say, "*She* has got well." *He* refers to a male being ; *she*, to a female being ; *it*, to a thing that is neither male nor female.

The difference between male beings and female beings is called a difference of *sex*. There are only two sexes, but, as may be seen from what is said above, *nouns* when considered with reference to sex are divided into *four* classes. Some nouns are the names of male beings ; some are the names of female beings ; some are the names of things that are neither male nor female ; and still other names include both males and females. In Grammar these four classes of nouns with reference to sex are called **Genders**.

1. Masculine Gender.
2. Feminine Gender.
3. Neuter Gender.
4. Common Gender.

The names of males are of the Masculine Gender.

The names of females are of the Feminine Gender.

The names of those things which are neither male nor female are of the Neuter Gender.

The names which include both males and females are of the Common Gender.

Now turn back to the exercise at the end of the last lesson and tell the Gender of all the nouns.

LESSON VI.

Person.

WHENEVER anything is said, three persons are concerned—the person speaking, the person spoken to, and the person or thing spoken about. Sometimes we speak about a thing, and occasionally we speak to a thing. But as the speaker is always a person, and the one spoken to is generally a person, and frequently the one spoken about is a person, we say there are in Grammar **three Persons.**

They are called **the First Person, the Second Person, and the Third Person.**

The one who speaks is the First Person.

The one spoken to is the Second Person.

The one spoken about is the Third Person.

Nouns are not often of the first person, because the speaker does not often mention his own name. But he sometimes calls the name of the one to whom he is speaking, and then we have a noun of the second person. But most nouns are of the third person.

LESSON VII.*Number.*

IF you say, "Give me that book," you want only one book. If you say, "Give me those books," you want more books than one. So we see that a noun sometimes means

only one thing, and sometimes more than one. This difference in the meaning of nouns is called **Number**.

There are two Numbers—

1. The Singular Number.
2. The Plural Number.

The Singular Number means only one.

The Plural Number means more than one.

Now turn back to the exercise at the end of Lesson IV., and, in addition to what you have already told about the nouns, tell their person and number.

LESSON VIII.

Case.

THERE are five Cases—

1. Nominative.
2. Genitive.
3. Dative.
4. Accusative.
5. Vocative.

Hereafter we shall try to learn the meaning of all these, so that we can tell what is the case of a noun.

LESSON IX.

Sentences.

WE have already learned that Grammar teaches us how to put words together to form sentences.

A Sentence is a number of words so put together as to tell something or to ask a question.

“Birds sing” is a sentence, because it tells something. “Do you know your lesson?” is a sentence, because it asks a question.

“A good boy.” Is that a sentence? Does it tell anything or ask a question?

Make three sentences that tell something and three that ask questions.

LESSON X.*Subject and Predicate.*

As a sentence tells something or asks a question, of course it must tell or ask about something. That which the sentence tells about or asks about is called **the Subject**. That which it tells or asks about the subject is called the **Predicate**.

Every Sentence must have—

1. A Subject.
2. A Predicate.

The Subject is that about which something is told.

The Predicate is that which is told of the subject.

In the sentence, "Birds sing," *birds* is the subject, because something is told about it; *sing* is the predicate, because it tells something about the subject.

LESSON XI.

The Subject.—Nominative Case.

THE subject of a sentence is a noun or some word or phrase used as a noun. It is always in the Nominative Case.

Rule of Syntax.—The subject of a finite verb is in the nominative.

In the following exercise analyze each sentence, telling what is its subject and what its predicate. Then parse the subjects, telling what sort of nouns they are, giving the gender, person, number, and case, and close by repeating the Rule of Syntax.

MODEL.—"Birds sing."

Birds is the subject. *Sing* is the predicate.

Birds is a common noun, common gender, third person, plural number, and in the nominative case, because it is the subject of *sing*.

Rule.—"The subject of a finite verb is in the nominative."

EXERCISE.

Water runs. Grass grows. Fire burns. Winds blow. Gold glitters. Stars twinkle. Fishes swim. John writes. Soldiers march. Children sing. Boys play. Rain falls. Snow melts. Smoke rises. Dogs bark. Armies fight. Jesus wept. Kings rule. Citizens vote. Eagles fly. Pupils learn. Snakes bite. Mr. Brown left. Mr. Smith remained. Carlo barks.

LESSON XII.

Limiters.

SOMETIMES the subject and predicate stand alone, being the only words in the sentence; as, "Birds sing." But generally there are other words along with the subject and predicate. These other words are said to be *limiters* of the subject or predicate. They *limit* the meaning of the subject or predicate by making it narrower than it would be without these words. Taking the above sentence, we may have the subject "*birds*" limited by "*these*." "*These* birds sing." Here the meaning of "*birds*" is limited; that is, "*these* birds" does not mean as much as "*birds*" alone. I do not mean *all* birds, but *these* birds about which I am now talking. "*Birds*" may still further be limited by a word which tells what kind of birds is meant. "These *little* birds sing." So we may use a word to limit the predicate, and tell how they sing.

"These little birds sing *sweetly*." This limits the meaning to one particular kind of singing. And then this word "*sweetly*" may itself be limited by another word: "These little birds sing *very* *sweetly*."

So we see that all the words of a sentence are joined to the subject or predicate. We have words directly limiting the subject and predicate, and then words limiting these limiters.

When we analyze a sentence, we first tell the subject, then the predicate, and then the words which limit the subject and predicate. If any of these limiters are limited by other words, we mention them also.

MODEL.—"This boy lost his brother's ball."

Boy is the subject. *Lost* is the predicate. The subject is limited by *this*. The predicate is limited by *ball*, and *ball* is limited by *brother's*, and *brother's* is limited by *his*.

In like manner analyze the following sentences and parse the subjects.

EXERCISE.

Cold winds blow keenly. Your children sing sweetly. The hungry dog barked suddenly. Leaves fall down. The bright stars twinkle. The old wooden clock always ticks loudly. Most boys love play. Some boys love their books.

LESSON XIII.

The Genitive.

ANALYZE the sentence, "James's horse stumbles." You say the subject "*horse*" is limited by "*James's*."

This word tells whose horse is meant. Here, then, we have one noun limiting another noun. "*James's*" is a noun, and limits the noun "*horse*," and the two nouns do not mean the same thing. When one noun limits another noun, and the two nouns do not mean the same thing, the noun which limits the other is said to be in **the Genitive Case**.

Rule of Syntax.—A noun which limits another noun meaning a different thing is in the genitive.

By this rule we can always know a noun in the genitive. If it limits another noun meaning something else, it is in the genitive.

When you see the word you may know the genitive by an apostrophe (') either before or after the final *s*. And the genitive tells *whose* a thing is.

Now analyze the following sentences, and parse the genitives and subjects:

MODEL.—"James's horse stumbles."

James's is a proper noun, masculine gender, third person, singular number, and in the genitive case, because it limits *horse*.

Rule.—"A noun which limits another noun meaning a different thing is in the genitive."

EXERCISE.

The farmer's dogs bark. The queen's daughter sings. This man's wheat grows. Mr. Jones's horse died. This lady's sons learn. John's hand trembles. Mary's head aches. A boy's foot slipped. The bird's nest fell.

LESSON XIV.

The Direct Object.—The Accusative.

THE word in a sentence that tells what the subject *is* or *does* is a *verb*. Every sentence has a verb as a part or the whole of its predicate. After a while we are to have a number of lessons about the verb. But now we must study a little about the verb, that we may understand some other things.

Sometimes when we give only the subject and predicate the meaning is complete, and we do not look for anything else. "Grass grows." Here the meaning is complete, and we do not look for any more words. But if I say, "Thomas lost," you are not satisfied until I go on and tell you what he lost. When I say, "Thomas lost John's ball," you are satisfied.

These words, which require some word to make the sense complete, are called *transitive verbs*. The word which is used to complete the meaning of a transitive verb is called its **Direct Object**. **It is always in the accusative case.**

Rule of Syntax.—The direct object of a transitive verb is in the accusative.

Now analyze the following sentences, and parse all the nouns:

MODEL.—"Thomas lost John's ball."

Ball is a common noun, neuter gender, third person, singular number, and in the accusative case, because it is the direct object of *lost*.

Rule.—"The direct object of a transitive verb is in the accusative."

EXERCISE.

Animals drink water. John Thompson burns wood. Horses eat grass. Frost injures plants. Laziness brings poverty. Peter's dog bit Mary's cat. The fire destroyed Mr. Butler's store. The teacher heard the children's lesson. Robert found a turkey-hen's nest. Frederick made a pop-gun. The elephant killed his keeper. The doctor's servant killed a snake. The officer reads a newspaper.

LESSON XV.

Adjectives.

WHEN I say *apple*, I may mean any apple in the world. But when I say *this apple*, the meaning is limited or narrowed to a single apple. When I say *sour apple*, only one kind of apple is meant. These words, *this* and *sour*, are said to limit the noun *apple*. They are called **Adjectives**.

An Adjective is a word added to a noun to limit its meaning.

But while these words are both adjectives, there is a difference between them. *Sour* tells what kind of apple is meant, but *this* does not tell anything about the kind of apple meant. If I speak of a *good boy*, you know what

sort of boy is meant; but if I say *one boy*, you do not know anything about the kind of boy meant. Put with the noun *tree* an adjective which tells what kind of tree is meant. Put one with the noun *man* which limits without telling the kind of man.

Hence we see that there are two kinds of adjectives. Those that tell the kind of thing meant are called **Descriptive Adjectives**. The others, which do not tell anything about the kind of thing, are called **Definitive Adjectives**.

Descriptive Adjectives are those which limit the meaning of nouns, and tell what kind of thing is meant.

Definitive Adjectives are those which limit the meaning of nouns, but do not tell what kind of thing is meant.

The numerals *one, two, three*, etc., and *first, second, third*, etc., are definitive adjectives.

The words *a* or *an* and *the* are sometimes called *Articles*, but they are simply definitive adjectives.

Put a definitive adjective before each of the following nouns: *cat, man, book, road*.

Put a descriptive adjective before each of the following nouns: *boy, dog, tree, house, girl*.

Put both a definitive and a descriptive adjective before each of the nouns *store, city, mountain*.

LESSON XVI.

Adjectives Limiting Nouns.

Rule of Syntax.—Adjectives limit the meaning of nouns or form part of the predicate.

MODEL.—“ *The good boy loves his father.*”

The is a definitive adjective, and limits *boy*.

Rule.—“ Adjectives limit the meaning of nouns or form part of the predicate.”

Good is a descriptive adjective, and limits *boy*.

Rule.—“ Adjectives limit,” etc.

EXERCISE.

This little girl saw a large horse. The farmer's oxen pull heavy loads. Cæsar crossed a deep river. An old man found ten dollars. That chair-maker makes new chairs. These carpenters build high houses. Several other ladies came. The professor has many books. New hats please the boys. New dresses please the girls. Studious scholars learn long lessons. The beautiful queen wrote the letter.

LESSON XVII.

Adjectives in the Predicate.

INSTEAD of putting the adjective with the noun, we may put it with another word to make the predicate. Instead of saying, “ *The sour apple,*” we may say, “ *The apple is*

sour." Here *apple* is the subject, and *is sour* is the predicate. The adjective *sour* is said to form a part of the predicate. Hence the rule says, "Adjectives limit the meaning of nouns or *form part of the predicate.*"

The adjectives in the last lesson come under the first part of the rule; they limit nouns. In the following sentences some of the adjectives form part of the predicate:

MODEL.—*Ripe peaches are good.*

Good is a descriptive adjective, and forms part of the predicate.

Rule.—"Adjectives limit," etc.

EXERCISE.

John's dog is black. A camel is ugly. Many children are naughty. These pigs are muddy. The school-house looks new. Green grapes taste sour. The sick man seems better. Some boys are mischievous. Those bad boys killed the old cat. A warm fire is pleasant. Mr. Bryant's house was large. Columbus had three ships. Napoleon Bonaparte commanded large armies. No stars were visible. A thick cloud hid the stars. The night was dark. Solomon's wisdom was great.

LESSON XVIII.

Pronouns.

SUPPOSE some one should begin to tell the story of George Washington and his hatchet in this way:

"George Washington's father gave George Washington

a little hatchet. George Washington was much pleased with George Washington's hatchet, and George Washington went about cutting with George Washington's hatchet everything within George Washington's reach."

This would certainly be a very troublesome way of telling it. But, instead of using the nouns *George Washington* and *hatchet* so frequently, he might use a little word in place of each of them every time except the first.

The story would then read :

"George Washington's father gave *him* a little hatchet. *He* was much pleased with *it*, and *he* went about cutting with *it* everything within *his* reach."

Here we put *he* for *George Washington* when it is in the nominative, *him* when it is in the accusative, and *his* when it is in the genitive. We also use *it* in place of *hatchet*.

These little words are called **Pronouns**. They save us the trouble of repeating the nouns so often.

A Pronoun is a word used instead of a noun.

There are two classes of Pronouns—Personal and Relative.

For the present we shall study about the Personal Pronouns.

As pronouns stand for nouns, they have Gender, Person, Number, and Case, and the Gender, Person, Number, and Case of a pronoun are the same as the Gender, Person, Number, and Case of the noun it stands for.

There are five personal pronouns—*I, thou, he, she, and it.*

I and *thou* are common gender, *he* is masculine, *she* is feminine, and *it* is neuter.

I is of the first person, *thou* is of the second person, and *he*, *she*, and *it* are of the third person.

The plural of *I* is *we*.

The plural of *thou* is *you*.

The plural of *he*, *she*, and *it* is *they*.

LESSON XIX.

Declension of I.

ALL these pronouns have different forms for the different cases. Giving these forms is called **Declension**.

DECLENSION OF I.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative,</i>	<i>I,</i>	<i>we,</i>
<i>Genitive,</i>	<i>my or mine,</i>	<i>our or ours,</i>
<i>Dative,</i>	<i>me,</i>	<i>us,</i>
<i>Accusative, .</i>	<i>me,</i>	<i>us,</i>
<i>Vocative,</i>	<i>———;</i>	<i>———.</i>

In parsing the pronouns we give the same rules as for nouns.

MODEL.—*I saw my father.*

I is a personal pronoun, first person, singular number, and in the nominative, because it is the subject of *saw*.

Rule.—"The subject of a finite verb is in the nominative."

My is a personal pronoun, first person, singular number, and in the genitive, because it limits *father*.

Rule.—"A noun (or pronoun) which limits another noun meaning a different thing is in the genitive."

EXERCISE.

My book is new. My mother calls me. We passed ten houses. Our parents love us. I have many chickens. I finished my lessons. My sister helped me. Our lessons are easy. Our neighbors heard us. We were sick.

LESSON XX.

Declension of Thou.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative,</i>	thou,	ye or you,
<i>Genitive,</i>	thy or thine,	your or yours,
<i>Dative,</i>	thee,	you,
<i>Accusative,</i>	thee,	you,
<i>Vocative,</i>	thou ; .	ye or you.

We generally use the plural of this pronoun, even when only one is meant. The singular is used in the Bible and in prayer. *You* must be parsed as plural in form, although it means only one.

The predicate often has more than one word in it, even if one is not an adjective, as in the following :

EXERCISE.

"Thou shalt honor thy father." No man doubts you. Your dog bit my cat. All your friends have visited you. Our parents have come. You have broken my knife. We have studied our lesson. God sees me. "I saw thee." My son obeys me. Your paper is white.

LESSON XXI.

Declension of He.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative,</i>	he,	they,
<i>Genitive,</i>	his,	their or theirs,
<i>Dative,</i>	him,	them,
<i>Accusative,</i>	him,	them,
<i>Vocative,</i>	———;	———.

EXERCISE.

They knew me. He is sick. His house is large. He wrote his name. I saw their pictures. They bought a hat. These men stopped him. I reproved them. They thanked me. Some men break the laws. Four boys had a fight. The teacher punished them. They cried. You heard them.

LESSON XXII.

Declension of She.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative,</i>	she,	they,
<i>Genitive,</i>	her or hers,	their or theirs,
<i>Dative,</i>	her,	them,
<i>Accusative,</i>	her,	them,
<i>Vocative,</i>	———;	———.

EXERCISE.

She loves her father. Her dress is pretty. Idle girls neglect their lessons. My new slate is broken. Mary's mother wants her. I called her. She heard me. Our mothers teach their children. "Thou knowest my thoughts."

LESSON XXIII.

Declension of It.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative,</i>	it,	they,
<i>Genitive,</i>	its,	their or theirs,
<i>Dative,</i>	it,	them,
<i>Accusative,</i>	it,	them,
<i>Vocative,</i>	———;	———.

You will notice that the plurals of *he*, *she*, and *it* are the same.

EXERCISE.

I want my basket. It is gone. You have lost it. Your pen is found. Its point is broken. His boys found a bird's nest. They robbed it. The old bird was sorry. We have learned all the pronouns.

LESSON XXIV.

The Dative.

LET us analyze the sentence, "John sent me a letter." *John* is the subject. *Sent* is the predicate. The subject is not limited. The predicate is limited by *me*, and also by *letter*, and *letter* is limited by *a*. How would you parse *me*? *Me* is a personal pronoun, first person, singular number. What case? You look back to Lesson XIX., and you find that *me* is either the dative or the accusative. Is it the accusative? Is it the direct object of *sent*? Did John send *me*? To whom did he send *me*? No, he sent a *letter*, and we might have said, "John sent a letter *to me*." Then it is not the direct object. It does not tell *what* he sent, but to *whom* he sent it. This is called the *indirect object*. It tells us *to* or *for* what or whom a thing is done. And this indirect object is in the dative case. Hence—

Rule of Syntax.—The indirect object of a verb is in the dative.

The dative, then, expresses that to or for which anything is done.

You can almost always tell whether a noun or a pronoun is in the dative by putting *to* or *for* before it without changing the sense.

Now let us finish parsing *me* :

MODEL.—*John sent me a letter.*

Me is a personal pronoun, first person, singular number, and in the dative case, the indirect object of *sent*.

Rule.—"The indirect object of a verb is in the dative."

EXERCISE.

Robert gave May a book. Mr. Smith bought his little boy a gun. Your father sent me a beautiful book. Frederick made him a pop-gun. William brought his mother some water. You promised me a hat.

LESSON XXV.

Verbs.

WHAT is a sentence? What must you have in every sentence? What is the *subject*? What is the *predicate*? You say the predicate is that which is told or asked about the subject. The words which enable us to tell something or ask something are called **Verbs**. You cannot have a sentence without a verb.

"*I love my father.*" Does this tell anything? What is the word that does the telling? If you leave out that word, will you have a sentence? The word *love*, then, is

a verb. "*My book is new.*" What is the word that does the telling here? Think before you answer; do not guess at it. If you leave out *is*, would anything be told? Then *is* is a verb here.

A Verb is a word which declares or affirms something.

Sometimes when we wish to tell something that happened in the past, we add *ed* to the verb: "*I learn my lesson every day;*" "*I learned my lesson last night.*" But sometimes when we wish to tell what is past, we simply change the form of the verb: "*I know my lesson to-day;*" "*I knew my lesson yesterday.*"

Those verbs which add *ed* are called *regular verbs*.

Those which do not add *ed* are called *irregular verbs*.

Some verbs require a direct object after them to complete the meaning: "The boy sees (what?) a *squirrel*." These are called *transitive verbs*.

Some do not require a direct object, but are complete without it: "The boy runs." These are called *intransitive verbs*.

A transitive verb is one which requires an object after it to complete its meaning.

An intransitive verb is one which does not require an object after it to complete its meaning.

Now turn back to an exercise in some previous lesson, and point out the verbs, and tell whether they are regular or irregular, transitive or intransitive.

LESSON XXVI.

Voice, Mood, Tense, Number, and Person.

VERBS have two voices, called the *Active Voice* and the *Passive Voice*.

They have three moods—the *Indicative*, the *Subjunctive*, and the *Imperative*.

In this book we shall study only the *Indicative Mood*.

There are six tenses—*Present*, *Past*, *Future*, *Present-Perfect*, *Past-Perfect*, and *Future-Perfect*.

After a while you must try to learn what all these mean. Now we will try to learn to know them when we see them.

Verbs also have three persons and two numbers ; but we find out the person and number of a verb by knowing the person and number of the subject.

LESSON XXVII.*Conjugation.*

WHEN we give the verb in all its moods, tenses, numbers, and persons, we are said to *conjugate* the verb. Let us take the irregular intransitive verb *to be*, and learn two tenses of it.

Conjugation of the Verb TO BE.

INDICATIVE MOOD.

PRESENT TENSE.

	<i>Singular.</i>	<i>Plural.</i>
1st Person,	I am,	1. We are,
2d “	Thou art,	2. You are,
3d “	He is;	3. They are.

PAST TENSE.

1st Person,	I was,	1. We were,
2d “	Thou wast,	2. You were,
3d “	He was;	3. They were.

LESSON XXVIII.

Parsing the Verb.

As we have to find out the number and person of the verb by knowing the number and person of its subject, we have the following

Rule of Syntax.—The verb agrees with its subject in number and person.

MODEL.—*The boy is sick.*

Is is an irregular intransitive verb, indicative mood, present tense, third person singular, to agree with its subject *boy*.

Rule.—“The verb agrees with its subject in number and person.”

EXERCISE.

I am tired. This girl is industrious. You were wrong. They are right. This lesson is difficult. Some sheep are black.

LESSON XXIX.

FUTURE TENSE (PREDICTIVE).

Singular.

1. I shall be,
2. Thou wilt be,
3. He will be;

Plural.

1. We shall be,
2. You will be,
3. They will be.

FUTURE TENSE (PROMISSIVE).

1. I will be,
2. Thou shalt be,
3. He shall be;

1. We will be,
2. You shall be,
3. They shall be.

EXERCISE.

The weather will be cold. The horses were blind. I will be ready. They shall be ready.

LESSON XXX.

PRESENT-PERFECT TENSE.

Singular.

1. I have been,
2. Thou hast been,
3. He has been;

Plural.

1. We have been,
2. You have been,
3. They have been.

PAST-PERFECT TENSE.

*Singular.**Plural.*

- | | |
|---------------------|-------------------|
| 1. I had been, | 1. We had been, |
| 2. Thou hadst been, | 2. You had been, |
| 3. He had been; | 3. They had been. |

EXERCISE.

I was sleepy. You will be sick. He had been rich.
 The flies have been numerous. The farmer's oxen are
 large. The rains have been heavy. These roads will be
 muddy. My lessons had been easy.

LESSON XXXI.

FUTURE-PERFECT TENSE (PREDICTIVE).

*Singular.**Plural.*

- | | |
|-------------------------|-------------------------|
| 1. I shall have been, | 1. We shall have been, |
| 2. Thou wilt have been, | 2. You will have been, |
| 3. He will have been; | 3. They will have been. |

FUTURE-PERFECT TENSE (PROMISSIVE).

- | | |
|--------------------------|--------------------------|
| 1. I will have been, | 1. We will have been, |
| 2. Thou shalt have been, | 2. You shall have been, |
| 3. He shall have been; | 3. They shall have been. |

LESSON XXXII.

Predicate Nominative.

SOMETIMES, instead of having an adjective to form part of the predicate, we have a noun. If this noun means the same thing as the subject, it is in the nominative case, and is called the *predicate nominative*.

Rule of Syntax.—A noun in the predicate denoting the same thing as the subject is in the nominative, and is called the predicate nominative.

MODEL.—*John is a boy.*

John is the subject. *Is boy* is the predicate. *Boy* in the predicate is limited by *a*.

Boy is a common noun, masculine gender, third person, singular number, and in the nominative case, predicate nominative.

Rule.—"A noun in the predicate," etc.

EXERCISE.

Washington was President. Napoleon was a great general. New York is a large city. All boys will be men. Good boys will be good men.

LESSON XXXIII.

Conjugation of the Verb TO LOVE.

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

1. I love,
2. Thou lovest,
3. He loves;

Plural.

1. We love,
2. You love,
3. They love.

PAST TENSE.

Singular.

1. I loved,
2. Thou lovedst,
3. He loved;

Plural.

1. We loved,
2. You loved,
3. They loved.

FUTURE TENSE (PREDICTIVE).

- | | |
|--------------------|--------------------|
| 1. I shall love, | 1. We shall love, |
| 2. Thou wilt love, | 2. You will love, |
| 3. He will love; | 3. They will love. |

FUTURE TENSE (PROMISSIVE).

- | | |
|---------------------|---------------------|
| 1. I will love, | 1. We will love, |
| 2. Thou shalt love, | 2. You shall love, |
| 3. He shall love; | 3. They shall love. |

PRESENT-PERFECT TENSE.

- | | |
|---------------------|---------------------|
| 1. I have loved, | 1. We have loved; |
| 2. Thou hast loved, | 2. You have loved, |
| 3. He has loved; | 3. They have loved. |

PAST-PERFECT TENSE.

- | | |
|----------------------|--------------------|
| 1. I had loved, | 1. We had loved, |
| 2. Thou hadst loved, | 2. You had loved, |
| 3. He had loved; | 3. They had loved. |

FUTURE-PERFECT TENSE (PREDICTIVE).

- | | |
|--------------------------|--------------------------|
| 1. I shall have loved, | 1. We shall have loved, |
| 2. Thou wilt have loved, | 2. You will have loved, |
| 3. He will have loved; | 3. They will have loved. |

FUTURE-PERFECT TENSE (PROMISSIVE).

- | | |
|---------------------------|---------------------------|
| 1. I will have loved, | 1. We will have loved, |
| 2. Thou shalt have loved, | 2. You shall have loved, |
| 3. He shall have loved; | 3. They shall have loved. |

EXERCISE.

These boys love their play. I loved my little sister.
 Good girls will love their books. You shall love your
 mother.

LESSON XXXIV.

You may now conjugate the verb *to walk*, just as you conjugated the verb *to love*. I will give the first person of each tense, and you may give the rest :

<i>Present.</i>	I walk.
<i>Past.</i>	I walked.
<i>Future Predictive.</i>	I shall walk.
<i>Future Promissive.</i>	I will walk.
<i>Present-Perfect.</i>	I have walked.
<i>Past-Perfect.</i>	I had walked.
<i>Future-Perfect.</i>	{ I shall have walked, I will have walked.

In the same way conjugate the verb *to see* :

I see, I saw, I shall see, I will see, I have seen, I had seen, I shall have seen, I will have seen.

Conjugate also the verbs *to go*, *to read*, *to play*.

LESSON XXXV.

You can now conjugate any verb in the active voice, indicative mood.

EXERCISE.

My little brother sees a bird. I have read this book. Those faithful students had learned their lessons. John has written a long letter. You will hear the music.

LESSON XXXVI.

Passive Voice.

THE Passive Voice is made up of the verb *to be*, which you have already learned, and the perfect participle of a transitive verb. In regular verbs this participle ends in *ed*, but in irregular verbs it is variously formed.

Conjugation of the Verb **TO LOVE.**

PASSIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

1. I am loved,
2. Thou art loved,
3. He is loved;

Plural.

1. We are loved,
2. You are loved,
3. They are loved.

PAST TENSE.

1. I was loved,
2. Thou wast loved,
3. He was loved;

1. We were loved,
2. You were loved,
3. They were loved.

FUTURE TENSE (PREDICTIVE).

1. I shall be loved,
2. Thou wilt be loved,
3. He will be loved;

1. We shall be loved,
2. You will be loved,
3. They will be loved.

FUTURE TENSE (PROMISSIVE).

1. I will be loved,
2. Thou shalt be loved,
3. He shall be loved;

1. We will be loved,
2. You shall be loved,
3. They shall be loved.

PRESENT-PERFECT TENSE.

*Singular.**Plural.*

- | | |
|--------------------------|--------------------------|
| 1. I have been loved, | 1. We have been loved, |
| 2. Thou hast been loved, | 2. You have been loved, |
| 3. He has been loved; | 3. They have been loved. |

PAST-PERFECT TENSE.

- | | |
|---------------------------|-------------------------|
| 1. I had been loved, | 1. We had been loved, |
| 2. Thou hadst been loved, | 2. You had been loved, |
| 3. He had been loved; | 3. They had been loved. |

FUTURE-PERFECT TENSE (PREDICTIVE).

- | | |
|-------------------------------|-------------------------------|
| 1. I shall have been loved, | 1. We shall have been loved, |
| 2. Thou wilt have been loved, | 2. You will have been loved, |
| 3. He will have been loved; | 3. They will have been loved. |

FUTURE-PERFECT TENSE (PROMISSIVE).

- | | |
|--------------------------------|--------------------------------|
| 1. I will have been loved, | 1. We will have been loved, |
| 2. Thou shalt have been loved, | 2. You shall have been loved, |
| 3. He shall have been loved; | 3. They shall have been loved. |

In the same way conjugate the verb *to see* in the passive voice.

I am seen, I was seen, I shall be seen, I will be seen, I have been seen, I had been seen, I shall have been seen, I will have been seen.

 LESSON XXXVII.

TRANSITIVE verbs are used in the passive voice, but intransitive verbs are not. In parsing transitive verbs you mention the voice before the mood.

EXERCISE.

The water is frozen. The door has been opened. All the crops will be injured. My pencil had been lost. This little girl found it. She is a good little girl. She shall be paid. All your good deeds will be remembered. All good boys will obey their parents. My knife is broken. You broke it. You will be punished. The tree has fallen. The day has come. Alfred Williams will gain the prize. He is a studious boy.

LESSON XXXVIII.

The Progressive Form.

INSTEAD of the Active Voice of the verb, we sometimes use the verb *to be*, followed by a participle ending in *ing*. Instead of saying *I love*, we say *I am loving*. For *he loved*, we say *he was loving*.

Now conjugate the verb *to love* in the Progressive Form :

I am loving, I was loving, I shall be loving, I will be loving, I have been loving, I had been loving, I shall have been loving, I will have been loving.

EXERCISE.

The carpenters are building the house. We were watching them. They had been making the doors. The floor was laid. It will be finished. They have been employing other laborers. Their former laborers are leaving.

LESSON XXXIX.

Emphatic Form.—Interrogative Form.

WHEN we wish to assert anything very positively in the Present and Past Tenses, we use the verb *do* before the other *verb*. In the other tenses we simply speak the auxiliary with a little more force or emphasis.

EMPHATIC FORM.

PRESENT TENSE.

Singular.

1. I do love,
2. Thou dost love,
3. He does love;

Plural.

1. We do love,
2. You do love,
3. They do love.

PAST TENSE.

1. I did love,
2. Thou didst love,
3. He did love;

1. We did love,
2. You did love,
3. They did love.

FUTURE TENSE (PREDICTIVE).

I *shall* love,
Thou *wilt* love, etc.

FUTURE TENSE (PROMISSIVE).

I *will* love,
Thou *shalt* love, etc.

PRESENT-PERFECT TENSE.

I *have* loved, etc.

PAST-PERFECT TENSE.

I *had* loved, etc.

FUTURE-PERFECT TENSE.

I *shall* have loved, etc.I *will* have loved, etc.

In all the tenses, except the present and the past, we simply emphasize the first auxiliary.

In asking a question we put the subject after the first auxiliary, using in the present and past tenses the same words as in the Emphatic Form.

INTERROGATIVE FORM.

<i>Present.</i>	Do I love?
-----------------	------------

<i>Past.</i>	Did I love?
--------------	-------------

<i>Future.</i>	{ Shall I love?
	{ Will I love?

<i>Present-Perfect.</i>	Have I loved?
-------------------------	---------------

<i>Past-Perfect.</i>	Had I loved?
----------------------	--------------

<i>Future-Perfect.</i>	{ Shall I have loved?
	{ Will I have loved?

In the Passive Voice we do the same thing, putting the subject after the first auxiliary.

EXERCISE.

Do you love your mother? I do love her. Is your book new? Has the work been finished? You did break my knife. Have those boys completed their lessons? I did see your father. Is the snow falling? It has ceased. Is it deep? They do seem happy. They have earned some money.

LESSON XL.

Adverbs.

IN the sentence, “*This rose smells very sweet,*” we see that the adjective *sweet* is limited by *very*. When I say, “*The birds are singing sweetly,*” the verb *are singing* is limited by *sweetly*. And this word *sweetly* may itself be limited by *very*: “*The birds are singing very sweetly.*”

The word *very* in the first sentence is a limiting word, but it is not an adjective, for it does not limit a noun, but an adjective. Nor can *sweetly* be an adjective, for it limits a verb. And in the last sentence *very* does not limit a noun.

These words are called **Adverbs**. They limit verbs, adjectives, and other adverbs.

An Adverb is a word which limits a verb, an adjective, or another adverb.

In parsing adverbs you simply tell what they are, what they limit, and give the following

Rule of Syntax.—Adverbs limit verbs, adjectives, and other adverbs.

MODEL.—“*The birds are singing very sweetly.*”

Very is an adverb, and limits *sweetly*.

Rule.—“Adverbs limit verbs, adjectives, and other adverbs.”

EXERCISE.

The snow is melting rapidly. We sometimes know our lessons. Good boys always love their parents. My new book is very pretty. My father gave me much good advice. I have not always remembered it. Children often pronounce words improperly. My cousin has visited me lately. John writes very well. The farmer's dog suddenly barked. I was very much frightened. He is perfectly harmless. He has never bitten anybody. I will hear your lesson now. You have learned it thoroughly. You have studied faithfully. You will now have recess.

LESSON XLI.

Prepositions.—Adjuncts.

ANALYZE the sentence, "The man in the moon looks at us."

You say that *man* is limited by *in the moon*, and *looks* is limited by *at us*. Now, *in the moon* limits a noun, but it is not an adjective. An adjective is a single word, but this is three words. *At us* limits a verb, but it is not an adverb. These two limiters are called **Adjuncts**. They may limit both nouns and verbs, and also adjectives. Sometimes they limit adverbs.

You notice that the first one of these adjuncts, *in the moon*, has a noun for its principal word, and a little word, *in*, to begin it. The other adjunct, *at us*, has a personal

pronoun for its principal word, and a little word, *at*, before it. These little words, which introduce adjuncts, are called **Prepositions**.

I will give you a list of the prepositions, which you must study until you will know one of them whenever you see it:

PREPOSITIONS.—*Aboard, about, above, across, after, against, along, amid, among, around, at, athwart, before, behind, below, beneath, beside, besides, between, betwixt, beyond, by, down, ere, for, from, in, into, of, off, on, over, round, since, through, throughout, till, to, toward, towards, under, underneath, until, unto, up, upon, with, within, without.*

Some other words, as *but, except, save*, may perhaps be as well parsed as prepositions in some cases, though they are really verbs in the imperative mood.

In parsing adjuncts, use the following

Rule of Syntax.—An Adjunct limits a noun, an adjective, or a verb.

The noun or pronoun following the preposition, and forming the principal word of the adjunct, is always in the accusative case, according to the following

Rule of Syntax.—The word following a preposition is in the accusative.

MODEL.—“*The man in the moon looks at us.*”

In the moon is an adjunct, and limits *man*.

Rule.—"An adjunct limits," etc.

Moon is a common noun, neuter gender, third person singular, and in the accusative case after the preposition *in*.

Rule.—"The word following a preposition is in the accusative."

EXERCISE.

Henry lives on the hill. A man of honor will never forsake his friends. The bees gather honey from the flowers. Thomas measures John's corn in Alfred's half-bushel. The brother of Samuel Simpson came to town. The birds sing in the morning. The buds of the trees are swelling in the warm rays of the sun. The monkey climbed up the wall. The house of Mr. Thompson was carried away by the river. The city of London is situated in England. Lions are found in Africa. The winds will come from the distant south. "I bring fresh showers for the thirsty flowers." He sat on the steps of his house. Boston is the capital of Massachusetts. I have been here since sunrise. The President left the city of Washington on Monday. "I shall be queen of the May." The man without hands writes with his toes. The hills are covered with a carpet of green in summer. In winter a covering of snow frequently shrouds the earth. We shall have pleasant walks with our friends. We shall seek the early fruits in the sunny valleys. This letter to your father is written very neatly. I am well pleased with your progress. You have learned very rapidly. Peter found six eggs in the nest under the house. He carried them into the house.

LESSON XLII.

Adjectives used as Nouns.

SOMETIMES the noun which an adjective limits is omitted. The adjective then takes its place, and is said to be used as a noun. When Christ said, "Blessed are the meek," he meant, "The meek people are blessed." The adjective *meek* limits the noun *people* understood. But as the noun is omitted, we say *meek* is an adjective used as a noun.

MODEL.—"*Blessed are the meek.*"

Meek is an adjective used as a noun, common gender, third person, plural number, and in the nominative case, because it is the subject of *are blessed*.

Rule.—"The subject," etc.

EXERCISE.

"The Lord knows the way of the righteous." "The way of the ungodly shall perish." Fortune favors the brave. The good are happy. Some of the boys were at play. Others were standing by the fire. One of the two men went along the road. The other turned down the lane. "The righteous shall be in everlasting remembrance." How far did you go? I went to the gate. Did you not go across the creek? I did not take one step beyond the gate.

LESSON XLIII.

Compound Personal Pronouns.

THE noun *self*, or its plural *selves*, is often added to some form of the personal pronouns, and the words thus formed are called **Compound Personal Pronouns**. Sometimes it is added to the genitive, and sometimes to the accusative. The following are the compound personal pronouns: *myself*, *ourselves*, *thysself*, *yourself* (when it means only one), *yourselves*, *himself*, *herself*, *itself*, *themselves*. They are used in the nominative, dative, and accusative cases. After telling what they are, they are parsed as the simple personal pronouns.

EXERCISE.

Boys often hurt themselves at their play. The student allowed himself no rest from his studies. He will soon injure himself by his constant labor. "Christ pleased not himself." You are robbing others for the benefit of yourself. My faithfulness to my promise will bring loss to myself. You have shielded yourselves from blame. She came by herself.

LESSON XLIV.

Apposition.

WE have already seen that if one noun limits another noun meaning a different thing, the limiting noun is in the genitive. But sometimes one noun limits another noun

meaning the same thing. "*Simon, the tanner, lived at Joppa.*" Here the noun *tanner* limits *Simon*, to show which Simon is meant, and the two nouns mean the same thing. When one noun limits another noun meaning the same thing, the limiting noun is said to be in apposition with the other, or more commonly the two nouns are said to be in apposition. When two nouns are in apposition they have the same case. Hence—

Rule of Syntax.—Nouns in apposition agree in case.

MODEL.—"*Simon, the tanner, lived at Joppa.*"

Tanner is a common noun, masculine gender, third person, singular number, and in the nominative case to agree with *Simon*.

Rule.—"Nouns in apposition agree in case."

EXERCISE.

Solomon, the wise man, was the son of David the king. Mr. Andrews, the farmer, paid Mr. Johnson, the watch-maker, twenty dollars for a watch. "I, the governor, do publish this proclamation." Louisville, the largest city in Kentucky, is located on the Ohio, a branch of the Mississippi. Mary, Queen of Scots, was educated in France, the native country of her first husband.

LESSON XLV.

Conjunctions.

IN all our exercises thus far we have had a single word for the subject. But sometimes we have two subjects joined

together by a little connecting word. *James and John will go.* Here the assertion is made about both *James and John*. It takes both words to form the subject. The two words are connected by the word *and*. These connecting words are called **Conjunctions**. They connect nouns as subject or object, or they connect a noun and a pronoun, or pronouns, or adjectives, or verbs, or adverbs, or adjuncts. They are also used to connect two sentences; as, *Mary went to school and Jane stayed at home.* The most common conjunctions are *and, or, but*. There are a great many others, of which we shall learn after a while. In parsing a conjunction you simply tell what it is and what it connects.

When a sentence has two or more words connected by a conjunction for its subject, it is said to have a compound subject. If these two are spoken of together, as *James and John* in the above sentence, the predicate must be plural. But if only one of them is spoken of, it is singular. When the parts of a compound subject are of different persons, remember that *I* (or *we*) and any other person may be called *we*; hence, if *I* or *we* is used the verb will be in the first person. But *thou* or *you* and another person may together be called *you*. So here the verb will be in the second person.

EXERCISE.

Samuel and I saw the animals in the cages. Horses eat hay and corn. He and I were there. This good and kind father gives his children many presents. It rained and snowed. The soldiers fought well and bravely. You or I broke the plate. The horse is not white, but black. This lady is beautiful and intelligent.

LESSON XLVI.

Interjections.—The Vocative.

WE have now studied about all the Parts of Speech except one, and about all the cases except one. Lastly, we have the **Interjections**. They are sometimes called Exclamations. They are the words which we use when we are surprised, hurt, grieved, or pleased, or when we have some other sudden feeling.

The word *vocative* means *calling*. A noun is said to be in the vocative case when we call a person or use his name in speaking to him.

Neither the interjection nor the vocative has any connection with the sentence. In analyzing we omit them, but we mention them in parsing.

Rule of Syntax.—The Vocative is used when a person is addressed.

MODEL.—“*Oh ! brother, you have broken my doll.*”

Oh is an interjection.

Brother is a common noun, masculine gender, second person, singular number, and in the vocative case.

Rule.—“The vocative is used,” etc.

EXERCISE.

Oh, my head aches ! “Alas, master ! it was borrowed !”
Oscar, you are a bad boy. Lo ! the sun is setting. Hurrah ! they have gained the victory. Hark ! I hear a sound. Boy, will you show me the way ?

ADDITIONAL EXERCISES.

LESSON XLVII.

The Old Man at the Castle.

A TALL, venerable, old man approached the gate of a castle in England. His locks were white, his steps were feeble, and he held a palm-branch in his hand. His name was Wilhelm Zeigler. He was a German traveller. A shaggy little dog accompanied him. The dog's name was Ponto. The old man knocked at the castle-gate. The gate-keeper gave him admittance, and he was brought before the owner of the castle. The dog went too. The castle belonged to Lord Littleton. The old man had spent all his money, and his hat had been stolen. Lord Littleton gave him another hat and some money. He remained at the castle until morning. After supper he related many interesting incidents of his travels. All the company were greatly amused. On the morrow he joyfully went on his way.

LESSON XLVIII.

Geography.

“GEOGRAPHY is a description of the surface of the earth.” The surface of the earth is the outside part. It is composed of land and water. The water covers about

three-fourths of the earth. The land is about one-fourth of the surface of the earth. Plants and animals live on the land, and fishes live in the sea. Lions, tigers, and monkeys are found in Africa; elephants and camels and many other animals live in Asia; and in America and Europe we find horses, cows, sheep, dogs, and many others. Men live almost everywhere. Some animals eat grass, some live on flesh, and others eat both.

The Mississippi is the longest river in North America; the Amazon is the longest in South America; and the Nile is the longest river in the world. The last is in Africa.

LESSON XLIX.

Charity Dove.

SHE is Charity Dove,—that is her name;
She is little, and ugly, and thin, and lame,
But always, always, you see her the same.

She is good, and gentle, and true, and kind,
And nowhere else in the world will you find
A little maiden more to your mind.

She helps her mother from morn to night,
She builds the fire, she tends the light,
She rubs the fender and keeps it bright.

Sometimes she hears the baby's cries,
And she plays with her then, and her tearful eyes
Grow bright with mirth, and her sorrow flies.

And she plays with little Martin too,
With the yellow hair, and the eyes of blue,
And the lips with the white teeth shining through.

Oft he is tired and wishes for rest ;
She makes him then in her lap a nest,
And sings him a song, her very best.

She gives him his breakfast and dinner and tea,
And a drink of water ; and often you'll see
At play in the yard these children three ;

For she loves him and mother and Baby Bell :
The amount of her love she will never tell.
Do you love your mother and babies as well ?

Such is little Charity Dove ;
In her heart she loves the God above,
And he is to her a God of love.

Orphan's Friend (slightly altered).

LESSON L.

Genius.

A BRILLIANT article or poem is not necessarily "dashed off." This is a prevalent misconception of tyros. Johnson wrote "Rasselas" in a week ; Byron spent thirteen

days over "The Corsair;" Scott spent scarcely double that time in the composition of a volume of "Waverley;" and Burns composed "Tam O'Shanter" between dinner and tea. But before the accomplishment of these tasks Johnson had composed and published volumes; Scott had edited the Border Ballads, the works of Swift and Dryden, and had written the greatest of his poems; Byron had already spent the best of his years in the constant practice of his pen; and Burns, by long experience in the art, had become an expert in verse-making. All these men had super-eminent genius, but they did not attain to this degree of literary celebrity in a moment. They did not jump into a suit of new clothes. It was in each case the result of the unwearied practice of their art for years. The genius of Campbell ripened early, and his first work was his best; but this is very rare even in the ranks of genius. The rule in these ranks has rather been on the side of unmitigated labor in the correction and finishing of their compositions. Many of them wrote and rewrote over and over again the first of their productions, and yet even then, in the opinion of these writers themselves, there was room for further improvement. This, then, is the rule of great authors for the attainment of literary excellence. They spare no labor in perfecting and polishing, and they leave unimproved no word, sentence, or passage susceptible of improvement. Attention to this will save many young writers some of their bitterest disappointments.

Adapted from Chambers's Journal.

LESSON LI.

The Cherokee Alphabet.

ONE of the most extraordinary events in the history of mind and literature occurred among the Cherokees in 1825. This was the invention of an alphabet by George Guess, a full-blooded and wholly uneducated Cherokee. From some of his countrymen he heard of the white people's "paper talk." The white people put down a talk on paper, and it stayed there and was carried to a great distance. Guess took a large flat stone and marked down a character for each word. The Indians laughed at him; but, under pretence of hunting, he went to the woods, and there made his marks from day to day. The number of marks soon overburdened his memory. Then he tried a mark for each sound. Every syllable in the Cherokee language is a simple vowel or a vowel with a consonant. There are six vowels and twelve consonants; consequently, there are seventy-two syllables. By modifications a few other syllables are produced, and the number reaches eighty-five. For each of these sounds he invented a character. Thus he produced a perfect phonic alphabet. A Cherokee learns the names of the characters of the several sounds in the language, and then he is a perfect reader. Guess had borne all the ridicule of his friends with the most unwearied patience. Now he produced his alphabet and read to the people. Great was their astonishment. He had made the "paper talk." Numbers came to him for instruction, and now thousands of the Cherokees read their own language.

John M. Peak.

LESSON LII.

The Gale.

I SHALL never forget my first gale on the ocean. We were crossing the Atlantic. At sunset there was a heavy bank of clouds in the west, and soon it rose very rapidly. The fall of the barometer was ten degrees in half an hour. Immediately, by order of the captain, sail was shortened. The crew worked smartly, for they felt the need of preparation. The barometer fell and the wind rose. There were no flaws, no sudden puffs, no spasms, but a gradual, rapid increase of force. Every minute it blew harder. The waves rose with the wind. Our ship labored hard at first, and was put before it; but then they turned her broadside to the blast, and she lay for nearly an hour almost on her broadside. The three close-reefed topsails were torn from the yards. The top-gallant masts went next. The crew lashed themselves to the rigging, and every one thought of his personal safety. The captain could scarcely be heard by those at his elbow. The night was very dark, but the foam of the sea cast a strange lurid light upon the ship's deck. Huge mountains of snowy foam threatened us every moment. Down we went into terrible depths of blackness, and then we rose again upon the highest peaks of the mountain waves. Still the wind increased. The sound was similar to incessant claps of thunder. A roar of artillery is a feeble comparison. Breathing became difficult. Many of the ropes had been broken, and some remnants of the sails still clung to the yards. These snapped and cracked, and reminded one of millions of coach-whips. In the begin-

ning I had prudently lashed myself to a ring-bolt on the weather side of the deck, and there I sat secure and enjoyed the terrible exhibition. This was a southwester. It was to me a novel affair. I wished for nothing more in the way of wind.

Harry Franco.

LESSON LIII.

The Missionaries.

ON the 30th of September, in 1816, a public meeting of great interest was held in the city of London. An immense congregation filled the large church. It was no festival day; no banners were borne aloft, no strains of music burst upon the ear; yet the aisles and galleries of the spacious building were thronged. Nine young men stood forth to receive commissions; but they are not officers of a martial host; they will not lead men to fields of carnage and blood; they will not mingle in the work of death. They are soldiers of the Cross; they are missionaries of the Gospel; they will triumph under the banner of the Prince of Peace. They follow the great apostle of the Gentiles, and each one adopts his motto: they glory only in the cross of Christ. A Christian minister steps forth and places in the hands of each a copy of the Holy Bible; this is their guide, their shield, their weapon; this contains the promise of the Son of God, "Lo! I am with you alway." They need nothing more. Objects dear to their hearts by many happy recollections have been visited

for the last time. That holy chain of kindred affection is composed of a thousand links, and each link is entwined by a wreath of life's sweetest flowers, but it is snapped asunder. They are bidding farewell to friends and companions. Yet the missionary endures all this for the cause of his Divine Master.

J. L. de Graw.

LESSON LIV.

Landing of the Pilgrim Fathers.

THE breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed ;

And the heavy night hung dark
The hills and waters o'er ;
A band of exiles moored their bark
On the wild New England shore.

Amidst the storm they sang,
And the stars heard, and the sea ;
And the sounding aisles of the dim woods rang
To the anthem of the free.

The ocean eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared :
This was their welcome home.

There were men with hoary hair
Amidst that pilgrim band ;
Why did they come ? why wander there,
Away from their childhood's land ?

There was woman's fearless eye :
It was lit by deep love's truth ;
There was manhood's brow, serenely high,
And the fiery heart of youth.

What sought they thus afar ?
Bright jewels of the mine ?
The wealth of seas, the spoils of war ?
They sought a faith's pure shrine.

Mrs. Hemans.

THE END.





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